


knowledge. Theoretical investigations and computer modelling of the organizations shows that a system achieves the highest creative efficiency when all elements cooperate in an equalitarian way without the dominance of one leader. The possibility that one element may occupy the dominant position of the leader disrupts system's creativity because it enhances the competition and weakens or demolishes interactional creativeness.

USE OF SUBJECTIVE THEORIES AS A WAY TO DISCLOSE THE PERSONAL PROFESSIONAL IDENTITY OF SOCIAL WORKERS

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Social work is still a new multi-faceted profession in Lithuania. Its mission, aims, work methods, and requirements are in the process of formation (Ivanauskienė&Varžinskienė, 2003; Dominelli, 2004; Večkienė, Povilaikaitė, 2005). Since independence of Lithuania, during the last 15 years, the concepts “social work” and “social worker” have become common. However, the questions about the identity of social work and social workers are remaining very actual still now. Professional identity can be social as well as personal. Social identity refers to perceptions and expectations of others with regard to how social workers should function. Personal identity refers to perceptions and expectations of social workers themselves (Kwakman & Schilder, 2004). Professional identity formation and development are individual growing processes. They begin during one's training for the profession, evolve during the entry into the profession, and continue to develop as the practitioner further identifies with the profession. The analysis of these processes and the question about theory-practice relationship in social work practice is important for social work teachers and trainers. Adorno (1969/1993) presumes that only a continuing approach between theory and practice is possible but these great domains can never be linked. Gastager (2003) notes that the approximation link between theory and practice is possible by using, applying, and reconstructing subjective theories of persons. Groeben, Scheele (2001) emphasize that the basic premise of the narrow concept of subjective theories in “Research Program Subjective Theories” provide that the research subject can and should communicate with the research objects, following the goal of understanding their individual cognitions relating to the self and the world. According to Scheele (Gastager 2003), subjective theories: (1) are cognitions of a persons' view of the self and the world in general; (2) may be reconstructed with the dialogue – nonsensus – technique; (3) are complex aggregates with (at least implicit) structures of argumentation; and (4) finally should fulfil the functions of explanation, prediction, and technology. And finally, the acceptance of subjective theories as objective findings should be checked. Gastager (2003) notes that König and Zedler (1998) pointed that “subjective theory as a complex set and/or aggregate of cognitions of the self and the world in general” can be taken apart in essential parts: (1) Subjective constructs that are relevant for the person concerned; (2) Subjective data that are explanations of situations based on the special constructs; (3) Subjective goals that are goals, which for a person seem to be very important; (4) Subjective explanations of hypotheses that express, what is assumed for somebody for a certain situation; (5) Subjective strategies that are assumptions about the means of reaching the goals. These five specificities are a central basis for analyzing the reconstructed information of the interesting subjective theory. The reconstruction of subjective theories emerges as a way to disclose the meaning and perception of persons in leading action and to recognize the personal professional identity.